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ABSTRACT

This manual is a practical, procedural handbook based on a series of workshops. These workshops were conducted for the Kentucky Regional Librarians over a one year period, beginning in September of 1968, by the School of Library Science, University of Kentucky, and the State Department of Libraries. The contents of this manual describe Kentucky regional library organization and practice as they existed in the early part of 1970 after the workshops culminated. Although directed specifically toward regional librarians, this manual can be of practical and vital use to many other librarians, particularly those from small and medium-sized libraries. Chapters 1 and 2 deal with the history and objectives of the Kentucky State Department of Libraries, and the role of regional librarians. Chapters 3 "First Task: Studying Your Community to Determine Needs," and 4 "Second Task: Designing and Implementing Programs to Meet Community Needs" will be of special interest to non-regional librarians. Because the manual is practically a training course in and of itself, it is also highly recommended for use with in-service training programs. (MF)

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# A Manual for Regional Librarians and Small Public Libraries

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School of Library Science, University of Kentucky

Kentucky State Department of Libraries

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# Introduction

This manual is primarily, but not solely, directed to Regional Librarians in the Commonwealth of Kentucky. It is a practical, procedural handbook, and was written by Mrs. Donna Alvey, Coordinator of Continuing Education, School of Library Science, University of Kentucky, and with the cooperation of State Librarian Margaret Willis and in collaboration with the Regional Librarians themselves. Hopefully, it will not only be valuable to active Regional Librarians but will also help to orient new, and potential, Regional Librarians. The contents of the manual are based on a series of workshops, funded under Title I of the Higher Education Act of 1965, with matching funds from the Kentucky State Department of Libraries. These workshops were conducted for the Kentucky Regional Librarians over a one year period, beginning in September of 1968, by the School of Library Science, University of Kentucky, and the State Department of Libraries. The contents of this manual describe Kentucky regional library organization and practice as they existed in the early part of 1970, after the workshops culminated. However, they do not attempt to anticipate future developments which, no doubt, will be influenced considerably by a recent survey of Kentucky libraries conducted by the Arthur D. Little Corporation: "A Plan of Library Service for the Commonwealth of Kentucky."

Although directed specifically to Regional Librarians, this manual can be of practical and vital use to many other librarians, particularly those from small and medium-size libraries. Chapters III "First Task: Studying Your Community to Determine Needs" and IV "Second Task: Designing and Implementing Programs to Meet Community Needs" will be of special interest to those non-regional librarians. Because the manual is practically a training course in and of itself, it is also highly recommended for use with in-service training programs.

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# I

## Kentucky State Department of Libraries—History and Objectives

The Kentucky State Department of Libraries came into existence in March of 1910 when the general assembly created a governmental agency whose sole purpose was to promote statewide library services. This agency was the Kentucky Library Commission; its director was Miss Fanny C. Rawson. The Commission began its work humbly with 5,000 books and 100 wooden cases given to it by the Federation of Women's Clubs.

During the years since 1910, state library service has gradually become "bigger and better"—notwithstanding years of financial flux. Its official name has been changed several times—to Department of Library and Archives, to Library Extension Division, and finally, in 1962, to Department of Libraries. Through the years, despite all of the changes, major achievements have been made. Two of the many achievements—the establishment of state-wide bookmobile services and the development of state multi-county library federations, or regions—relate particularly to this manual.

Bookmobile service (though, of course, not under this name) was an objective of the early Commission, which was to provide a "traveling library system to provide books for communities and individuals." This, then very limited, service continued, and in 1936, when the Commission was reorganized, one of its stated objectives was to provide "bookmobiles for lending and demonstration purposes." It was not until the early 50's, however, that the bookmobile program realized much impetus. The state then gave to the Library Extension Division $176,000; most of this money bought books to fill bookmobiles. Approximately at this same time the Friends of Kentucky Libraries and a citizens group joined together to obtain private funds for the purchase of bookmobiles. Eighty-four were bought, stocked with books, and then distributed to counties who both wanted and needed bookmobile service, and who were also willing to provide some local support. Not all local projects were successful, of course, but many gradually led to the establishment of county libraries which then worked with the bookmobile and reinforced its services.

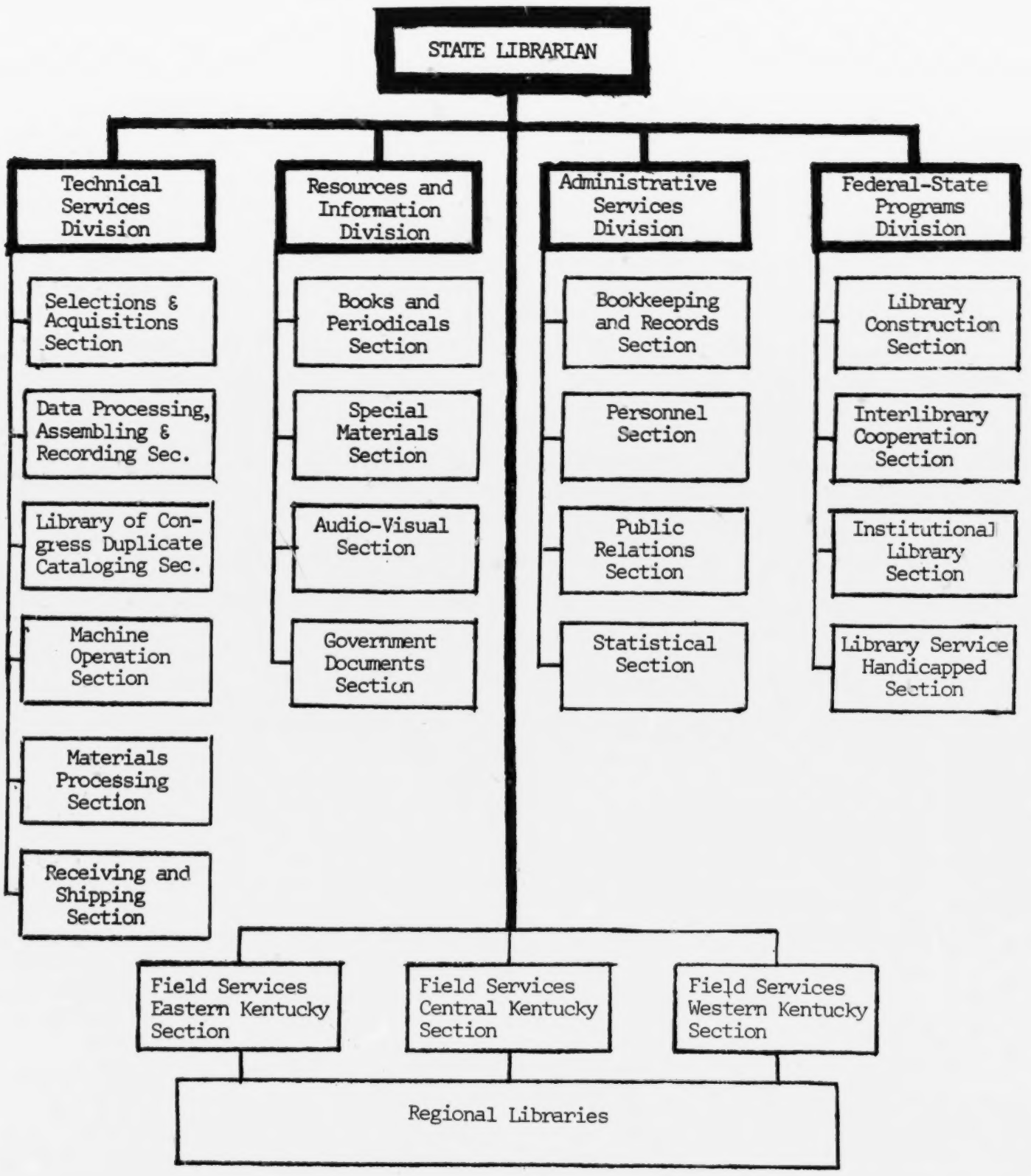
Developing simultaneously with the bookmobile program, the development of library regions began as far back as 1933 when the Kentucky Library Survey Commission recommended that the General Assembly legislate a bill permitting two or more counties to combine in the support and administration of library service on a regional basis. (The state later did this.) The promotion and establishment of county or regional library systems became a definite objective of the state library in 1936. The first regional library was established at Murray State Teacher's College under the joint sponsorship of T.V.A., the State Library Extension Division, and the College. It served Calloway County and some of the adjacent counties. After the federal Library Services Act was passed in 1956, Kentucky submitted a plan to the U.S. Department of Health, Education and Welfare to continue developing multi-county federations. The plan was approved, and the first federal appropriation was $40,000, most of which was used to buy books for 20 county libraries participating *for the first time* in four multi-county federations. In 1958 two more library regions were established, and the number has continued to grow until today there are 87 Kentucky counties participating in 17 state multi-county federations, or regions. In addition, three demonstrations are in progress at the time of this writing.

Both the establishment of state-wide bookmobile services and the development of state multi-county library regions has aided the State Department of Libraries in its efforts to meet the following objectives:

1. To obtain sufficient local, state and federal support for Public Library and Bookmobile service to enable all counties to participate in the Department of Libraries' development of adequate multi-county library federations (called regions).
2. To develop a network of Library systems including all types of Libraries, for the purpose of providing for all of Kentucky's citizens improved and coordinated systems of library service.
3. To obtain state and federal funds for graduate degree scholarships for potential local and state Librarians, followed by state and federally financed salary supplements to all counties employing certified, professional Librarians.

4. To provide specialized consultant services for Libraries needing such services.
5. To give adequate library services to the blind and physically handicapped.
6. To help develop and improve library services to inmates and patients of state institutions.
7. To build an adequate State Library to serve all Libraries needing supplemental and special type of materials and service.
8. To construct facilities in which to house and provide adequate library services.

Following is a chart which describes the organization of the Department of Libraries.



# II

## Role of The Regional Librarian

The Regional Librarian is the official representative of the Kentucky Department of Libraries; his jurisdiction comprises one of the 17 regions of the Kentucky State Library System. He functions primarily as a liaison between state library officials and personnel in Frankfort, and local library officials and personnel in his immediate region; he serves in a secondary manner as a director-coordinator, and is the professional resource person for public library services in his geographic area. The overall responsibility of the Regional Librarian is that of fostering and maintaining an on-going cooperative relationship among (and within) state and local library groups for the purpose of providing effective and efficient public library service to all residents of his library region. Though they are not usually spelled out, there are accompanying the Regional Librarian's overall responsibility a myriad of *specific* and varied tasks and responsibilities which constitute the Regional Librarian's day to day activities. These tasks and responsibilities are detailed below as they pertain to the Regional Librarian's relationship with four different groups: 1) the State Department of Libraries; 2) County Library Boards; 3) County Libraries and Librarians; 4) Local Citizens and Governing Officials. A fifth category covers responsibilities of miscellaneous relationships.

*State Department of Libraries:*

As the local representative and employee of the Department of Libraries the Regional Librarian interprets and communicates policies and practices of the Kentucky Department of Libraries to county and city library officials and citizens. Such interpretation and communication is necessarily *two-way,* however, and the Regional Librarian also informs and advises state officials and workers of local needs, wants, achievements, and reactions. Various means are utilized in receiving communication from the State Department and in relaying information back to it. In addition to written and verbal correspondence (telephone calls, letters, conversations), meetings (averaging bi-monthly) are conducted with all Regional Librarians and state library staff in attendance.

The Regional Librarian is expected to complete and return certain forms and reports to the State Librarian, e.g. the regional annual report; inventory forms, etc. (the nature, number and particulars of these forms are enumerated in Appendix A of this manual).

Occasionally the Regional Librarian may be requested by the State Department to undertake special library tasks outside of his region. For example, often a demonstration project must be set up in a county with no library service; other such isolated projects also may require the Regional Librarian's special talents.

*County Library Boards:*

In his relationship with county library boards, the Regional Librarian functions primarily as an educator and an advisor concerning all library operations and services, e.g. basic policies about: the selection of books and materials; library hours; education/recreational programs; bookmobile service. He has the responsibility to inform the boards about the most recent developments in library services and operations, and of state and national standards governing these services. The Regional Librarian further serves as an intermediary between the board and the State Department of Libraries; therefore he must attend all library board meetings in the counties of his region. If possible a copy of all board minutes should be filed with the Regional Librarian to be deposited in a centralized file at the Regional Headquarters.

Problem areas in which the Regional Librarian's professional training and experience will be invaluable to county library boards are: establishing a county tax and/or other financial support for the library; developing a constitution and/or by-laws under which the library program may be administered; planning for the construction of a new library building or rennovation of an old building; hiring (or firing) a county librarian and/or delineating her responsibilities; expanding the library program within the county.

*County Libraries and Librarians:*

The responsibilities of the Regional Librarian in relation to county libraries and librarians necessarily vary widely from county to county. In a few areas the

Regional Librarian will perform such elemental tasks as: weeding the local book collection; conducting an inventory of local library materials and equipment; filing and/or supervising the filing of catalog cards in the county library catalog; devising and implementing a simple circulation system; or merely "covering" during the illness of a county librarian. Generally however, the Regional Librarian functions as a consultant and teacher for the county librarian rather than actually performing the latter's task. For example, the Regional Librarian assists and advises the county librarian in: selecting library books and materials (local book orders must be coordinated with regional holdings to avoid unwanted duplicates); preparing the library budget; bookmobile scheduling and operation; personnel management; planning and implementing new library services and/or programs; and devising effective publicity for library activities.

Finally, the Regional Librarian has the responsibility in each county for providing advanced personal reference and reading guidance service for individual patrons. The reference and reading guidance service concerns such library situations as: patron requests for materials which necessitates searching; reference questions which the county librarian is unable to answer; or patron requests for special reading guidance (perhaps a recommended reading list). If interlibrary loan materials (books, films, slides, or film strips) are requested by a patron or a county librarian the Regional Librarian is often responsible for obtaining these and also for returning them later. (Preferably, however, the county librarian is encouraged to do this.)

Not the least important of his responsibilities is the Regional Librarian's task of conducting an in-service training program for all county librarians. An effective in-service training program includes both regularly planned group workshops for *all* county librarians as well as personalized, on-the-job training for *each* individual county librarian. The ultimate goal of the in-service training program is to enable county librarians to become competent in performing routine library operations and activities, thereby freeing the Regional Librarian for purely consultive and planning activities.

*Local Citizens and Governing Officials:*

The Regional Librarian shares with the county library board and the county librarian the responsibility of interpreting and publicizing the library program and its needs—both on the regional and local levels—to the local mass media (press, radio, TV, etc.), to local governing officials, and to local citizens. He should also represent the library at important organizational and club meetings and be prepared to present individual programs about any aspect of the library and/or its services.

The board of each county or city library is required to present an annual report to the legislative body of the governmental unit in which it serves (a similar report must be filed with the State Department of Libraries, and if the county is part of a Public Library District, it must publish the report in the local newspapers). Also, each board must submit its proposed budget to the county budget commission during the first months of each year. The Regional Librarian should supervise all of these operations.

*Other Responsibilities:*

The Regional Librarian should be a member of state and national library associations and should also encourage county librarians and board members in his region to likewise participate. Finally he should encourage, and take advantage of, cooperation among libraries of all kinds in his area, region and state.

The Regional Librarian is, in all ways and at all times, concerned with providing effective and efficient library service to the public. In order to provide this service, he must take essentially two steps: 1) determine the needs of the public, and 2) implement and evaluate programs to meet those needs.

# III

## First Task: Studying Your Community to Determine Needs

Both, county libraries and city libraries, in each of the 17 regions of the Kentucky state library system, are public service institutions. And inherent in the term "public service" is the concept of assisting and/or benefiting—fulfilling the needs of—the entire constituency of a political and/or geographic division. Therefore, to achieve public library objectives of service—the fulfillment and satisfaction of informational, cultural, educational and recreational needs of individuals, groups, and institutions—the librarians of those county and city libraries must design and implement programs and services based upon, first, a cognizance of, and then a knowledgeable understanding of, every facet of the public they serve. These insights are acquired by librarians from many diverse experiences, but one of the most reliable and valid sources is a carefully designed and executed community study. Such a study (or analysis), when properly planned and carried through, will serve as an invaluable and indispensable aid to librarians in their endeavors to bring into focus the predominant interests, beliefs and aspirations of the people in their communities; furthermore, such a study can successfully and poignantly expose those major problems and unfulfilled needs of the community that are most pertinent to the library. Therefore, through such a community study, and through the subsequent library programs and services designed to meet the problems and needs which the study identifies, the public library will become more dynamically involved with, and consequently, a ratified, integral part of, the community which it serves.

Unfortunately a comprehensive community study (which can take 1-2 years) may be too burdensome, and indeed perhaps an impossibility, for librarians in many Kentucky counties and cities. However, in these instances, those public librarians involved should, with the guidance of Regional Librarians, and with the assistance of community leadership, be capable of planning and carrying through effective and valuable community studies of a more limited nature by simply first establishing priorities, and then restricting the scope of their endeavors. In some instances, the Regional Librarian himself may wish to initiate such a community study, again with assistance from county librarians and community leaders.

Before undertaking this limited community analysis the Regional Librarian and/or the county librarian must determine priorities for the elements within the study. Decisions concerning the ranking of these priorities must be adapted to each individual library and community situation. For example, the regional and county librarians from "XX" county may intuitively suppose (as a result of their involvement with community individuals / groups / organizations / institutions that a library sponsored, or co-sponsored, literacy program would satisfy an existing need in their community. A community study could then be designed which would either confirm or refute this supposition; furthermore, if the study corroborated the original supposition, the study would then also automatically provide pertinent information helpful in establishing overall objectives as well as aid in formulating procedures and guidelines for the actual literacy program. Using this general approach, county and regional librarians can tailor the scope of their community studies to their specific situation. For example, they could concentrate upon: *one* item of information in *every* aspect of community life (e.g. just the literacy statistics of the *entire* community); *all* or many, items of information in *only one* aspect of community life (e.g. *all* data available on just teenagers in the community); or they can limit *both*, the number of information items studied *and* the number of aspects of community life (e.g. only literacy statistics on just teenagers). The limitations of each individual study simply depend upon precisely *what* the library wants to know, and *why*. Fundamentally, however, the community study, regardless of its scope or time limit, *must* provide the librarians with "detailed, integrated, organized, factual knowledge" about all "conditions, social forces, and trends" characteristic of the community which have "a significant effect, or may be *anticipated* to have a significant effect," on the library.[1]

[1] Robert R. McClarren, "Community Analysis," Prepared for the pre-conference on library buildings, San Francisco, June 23, 1967.

Concerning the process of planning and implementing a community study, whether comprehensive or limited in scope, definite step by step procedures can be descriptively outlined. Such a general guideline follows. (For further, more detailed information concerning planning, implementing, and evaluating the community analysis consult the excellent handbooks: *Studying the Community* by the American Library Association and *Studying Your Community* by Roland L. Warren.)

## I. *Planning the Community Study*

The first step in planning a community analysis is to state clearly and specifically the objectives of the study. Preferably, several people sensitive to the library and the community should formulate and/or refine this statement of objectives. The statement will indicate the boundaries of the study and will aid the librarian in defining its scope.

Step two: a series of questions must be formulated. These questions must be directly and clearly related to the objectives of the study; they must be sufficiently explicit to direct research; and they must not be rhetorical, rather, they must be empirical, i.e. capable of being answered by observation and/or experimentation. Examples of such empirical questions are: How many people in your community live on farms? How does your community's population compare with 1940? 1950? What is the income of your community's families by various income groups? How many vacant dwelling units are there for rent or for sale? What is the percentage of "drop-outs" in your community schools? What special programs of health care for mothers and children who need it are available in your community? (see Warren for further examples). Like the objectives, these questions should be proposed by several people representing various community, and library, interests; the questions should then ideally, be edited by a more objective group to make the questions more evocative of pertinent comments. If, at this time, more questions exist than the library can afford, in time and resources, to research, priorities should be set and less important questions deferred.

Step three: With the above objectives and questions in mind an overall approach—a research design—must be constructed. This design will state: the specific data required to answer the study's basic questions; the methods to be used in collecting this data; and finally, the approach and tools used in analyzing and interpretating the data so as to satisfy the stated objectives with programs devised as a result of this information. If possible, the librarians should seek the help of specialists (e.g., a sociologist at a local school or college) to devise the research design. Once completed, the research design may be given a "trial run" for ommissions and/or errors and duplications.

## II. *Collecting and Tabulating the Data*

After the research design has been perfected, it must, of course, be implemented. This is done by collecting the data necessary to answer the questions generated under Part I. This data may include information about all (at least most) of the following facets of the community: historical; geographical; demographic; political and legal; economic; educational and cultural; recreational; religious; medical and welfare; transportation and communication; social activity and organization; other social phenomena; and future growth and development. Methods of collecting data include: individual and/or group interviews; questionnaires; checklists; observation and description; examinations of printed materials e.g. records, documents, reports, surveys, directories, statistics, etc. The collected data must be continually checked to insure that it is reliable and valid (i.e. that it does tell what is assumed that it would tell); complete; comprehensible; consistent; and, in the case of a collection of data purporting to be a representative sample, that it is accurate and precise (i.e. that it truly represents the whole). The library does not need to begin its research from "scratch." Information may already be available in the publications and/or data files of some other local, regional or even state agency, e.g. chambers of commerce, public schools, planning commissions, area development groups, social welfare agencies, departments of colleges and/or universities in the area; some broad information may even exist in Federal agencies (i.e. see the *Bureau of the Census Catalog*, which lists all of their published material *and* unpublished data files, tabulations, etc.). Generally the availability of a quantity of information applicable to such a study is in direct proportion to the size of the community studied; however, nearly all communities have *some* information already compiled and readily available.

After all pertinent data has been collected, it must next be organized and recorded in tables, charts, maps, and other forms. These forms must be able to convey the information contained within them quickly, clearly, and accurately, and they should support one another well enough so as to accomplish an organized and totally integrated presentation of the study findings.

## III. *Evaluating and Interpreting the Data*

If the community study has been well planned and executed, answers to the originally formulated ques-

tions will now appear. Again, as in the beginning, and indeed throughout the entire community analysis, a number of people sensitive to the community and library situations should examine the material thoroughly and discuss its implications for the library program. For example, these consultants (and the librarians) should consider such indicated problems as they relate to: the entire community; grouping in the community; the individual. It must also be determined which of these problems most concern the library. Then the library is immediately faced with deciding which of these concerns can and should it react to positively and effectively at the present time. At this point the library must not only consider the revealed needs of the community but also its own capacity to satisfy these needs effectively, efficiently, and economically. In order to ascertain its capacity the library may want to undertake a study of its own resources to identify areas of weakness and strengths, and possibly future potential.

A community study, whether comprehensive or limited in scope, is not a one-shot venture; rather it is a continuing activity. The librarians can use it habitually as a tool with which to mold library programs and services. Indeed, once initiated such activity becomes the *everyday* concern of the library, and, in essence, the very soul of its purpose—competently and systematically serving an understood (and hopefully reciprocating) public.

## Resources For A Community Study

American Association of Homes for the Aging. *Directory of Non-Profit Homes for the Aged.* New York, 1962.

Ashby, Lowell D. *Growth Patterns in Unemployment by County, 1940-1960 and 1950-1960. v.5, Southeast,* Washington, D. C., U. S. Dept. of Commerce, Office of Business Economics, Regional Economics Division, 1966.

Provides employment in selected industry groups and components of employment change for each Kentucky county.

*Editor and Publisher Market Guide.* New York, Editor and Publisher Co.

Annual publication providing state, county, and city statistics on all areas of marketing information: population; income; number of households; number of retail stores; principle industries; banking; housing; number of farms; value of crops and livestock; gas and electric meters; average temperature; water quality; etc.

*Hospitals;* guide issue. Chicago, American Hospital Association.

Part 2 of August 1st issue lists hospitals with statistics of patients, personnel, expenses, etc.

Kentucky Department of Commerce. *Industrial Resources.*

Serial publications of individual Kentucky towns and cities which include: industrial sites; profile of town; labor market; education; transportation; power and fuel; water and sewerage; agriculture; natural resources; climate; local government; health; other local facilities.

———. *Kentucky Directory of Manufacturers.*

Annual publication with: an alphabetical listing of Kentucky manufacturers; manufacturers listed by cities and towns; manufacturers listed by standard industrial class numbers; alphabetical listing of products. Also a community data guide.

Kentucky Department of Economic Security. *Statistical Journal of Economic Security in Kentucky.*

Annual report containing statistics on the public assistance program, unemployment insurance program, and employment service program. Monthly issues deal with specific problems in these same areas.

Kentucky Department of Education. *Educational Bulletin.*

June issue contains elementary school statistics and July issue contains high school statistics. In odd years the December issue is the report of the superintendent of public instruction for the bienium.

———. *Kentucky School Enrollments.*

Annual publication of Kentucky school statistics: average daily attendance, percent of attendance, census, and enrollment for each public school district over a five year period.

———. Bureau of Administration and Finance. *Profiles of Kentucky Public Schools.*

Annual statistical data for each of 200 local school districts in Kentucky. Includes: average annual salaries for teachers; percent of teachers holding masters degrees; percent of 9th graders completing high school; attendance; finance; teacher-pupil ratio; per cent of high school graduates entering college; etc.

Kentucky Utilities. *Kentucky Government.* annual.

N. Y. Ayer and Son's *Directory of Newspapers and Periodicals.* Philadelphia, Pa. annual.

Preceding lists of newspapers and periodicals in each city are statistics such as population, bank deposits, utility meters, telephones and TV stations.

*Rand McNally Commercial Atlas and Marketing Guide.* Chicago, Rand McNally & Co. annual.

Statistical tables of population, business, manufacturers, agricultural and other commercial features.

Standard Rate and Data Service, Inc. *Newspaper Rates and Data, with Consumer Market Data . . .* dates vary.

At the beginning of the newspaper list for each state are county and city statistics on: population, number of households, consumer spendable income, retail sales by store type, passenger cars, farm population, and gross farm income.

U. S. Census Bureau. *County and City Data Book.* 1967.

Statistics of: land area, population, vital statistics, income, education, employment, housing, bank deposits, government finance, votes cast for presidents, and manufacturers and trade.

———. *County Business Patterns; 1968; Kentucky.*

Annual statistics provide information on reporting units, payroll, and employment by industry classification and county location.

———. *Census of Business, 1963: v.2, Retail Trade, Area Statistics, pt. 2, Indiana-New York.* 1966.

Gives for counties and for cities of 2,500 or more the following statistics: number of retail establishments, sales, payroll, number of employees, and similar details.

———. *Census of Business, 1963: v.5, Wholesale Trade Area Statistics.* 1966.

Section 19 pertains to Kentucky. Provides: statistics of number of establishments, sales, payrolls, employees, proprietors of unincorporated businesses, merchants wholesalers and other operating types for counties and cities of 5,000 or more population.

U. S. Department of Agricultural Economic Research Service. *Net Migration of the Population, 1950-1960 by Age, Sex, and Color: pt. 4 East South Central States.* 1965.

Table I-4a contains Kentucky statistics.

U. S. National Office of Vital Statistics. *Vital Statistics of the United States, 1963-64.*

Annual natality statistics (vol. 1, section 2) for each state, county and city of 10,000 or more. Annual mortality statistics for each state and county (vol. 11, Part B.).

Wright, Mary M., comp. *State Directory of Kentucky.* Peewee Valley, Ky., Directories Inc.

Annual guide to Federal, state and local government officials as well as a very useful miscellaneous listing.

Also consult:

City directories
Chamber of Commerce and local organizations
Directories and/or yearbooks of churches and religious organizations
Key people of the community
Area development offices

# IV

## Second Task: Designing and Implementing Programs to Meet Community Needs

Through the library-sponsored community study, *interests* (i.e., the subjects which people desire to learn about and/or understand better) and *needs* (i.e., the deficiencies in learning and/or understanding) are identified for the population, or a segment of the population, which the library serves. Around these identified interests and needs the librarian designs all library programs and services. This section of the manual will discuss the step-by-step designing of such library programs.

The first step in designing a specific library program is much like the first step in planning an effective community study—get some help! This can be in the form of a planning committee of approximately 4-6 people, which can help the librarian establish a new facility and, later, even assist him in actually conducting the program. Criteria for selecting the members of this committee, who, ideally, should have a variety of backgrounds and represent a cross-section of the community (they should even live in different sections of the community) are: a) creativity, b) an understanding of community interests and needs, c) a knowledge of the program's subject matter, d) some knowledge of educational methods and techniques, and e) some ability and/or experience in public relations and promotional activities. (Naturally, no *one* committee member will exhibit all of these qualities.)

With the assistance of the planning committee, the librarian can then select the specific interests and/or needs around which the library program will be designed (no doubt the librarian tentatively will have defined these interests or needs already; however, the planning committee can greatly aid in substantiating and clarifying them). The specific interests and/or needs should be carefully selected in relationship to the library's capabilities and potentialities *and* in relationship to the abilities of the librarian and potential program leaders. Also, with a new program, it is wise to begin with needs or interests which the *participants themselves* recognize as important; this will encourage participation. Later, the program can administer to un-recognized or peripheral needs. Additional questions which are important for the committee to ask itself when deciding upon the specific direction of the program are:

1. Which segments of the population can most effectively be served?
2. What are the special characteristics and idiosyncrasies of the anticipated participants?
3. What times are available for programming and for conducting proposed activities?
4. How have past programs of the library fared—in every aspect?
5. What areas of controversy and conflict may impede the development of effective program activities?

After the librarian and the planning committee have isolated the need and/or interest around which the library program will be designed, they will define, in broad terms, the general, or long range, purpose of the program, i.e. what *exactly* it is that they hope to accomplish. Since this general purpose is the focus of the entire program and the base from which specific program details will be developed, it should be meticulously and thoughtfully formulated. In talking about any program objectives—whether general, as in this case, or specific, as will be discussed later, it must be remembered that the program is attempting to *change* people in certain ways, i.e. increase knowledge, develop skills, or change attitudes. Examples of *general* purposes (or objectives) are:

a) To improve reading ability among semi-literates of the community.

b) To promote intelligent action on the part of citizens in the restoration of America's natural environment.

c) To develop an awareness among the community's farmers of the agriculturally oriented resources of the library.

From any *one general* purpose will come *several specific* objectives. Each specific objective will have three distinct elements within it (indeed, these same three elements can also be seen within the general purpose): one, the people or *group* to be changed; two, the *type* of *behavior change* to be affected; and three, the *content area* involved. Examples of specific objectives (derived from the second general purpose defined above) are:

a) To engender an acute awareness (behavior change) among general citizens and key people of the community (group) concerning the ecological facts of America's natural environment. i.e. air, water, wildlife, etc. (content area)

b) To develop an understanding among general citizens and key people of the community of the role of the automobile in America's environmental problems

c) To inform general citizens and key people of the community concerning the political and social actions they must take to solve environmental problems.

When formulating these specific objectives, keep in mind one important fact: they must provide a *basis for future evaluation.*

In many library programs the group, or audience, will be more limited than in the above example. But, whether the audience is limited or not, it is important to consider all available information about them before actually designing the program. For example, at least consider these basic characteristics: age; sex; experience; personalities; jobs; roles (both as individuals and in groups); status; intellectual and educational levels; familiarity with the program content; working hours; conflicts or special pressures which might be present; and whether or not the group will be homogeneous.

After considering the general and specific objectives of the library program, and the nature of its prospective participants, the librarian and the planning committee must next decide upon the topics, or the content, of the program. Topics are the specific problems, issues, questions, and concepts with which the program will be concerned; they are developed by "breaking down" each specific objective—usually into questions the group wishes to be answered. Once the subject matter of the program has been thus determined, the next step is to select the most effective methods and techniques of presentation. A "method" of presentation is the framework within which the *entire* program will fit, e.g., a workshop, conference, or short course; a "technique" of presentation, on the other hand, constitutes the direct means of presenting material *within* each *individual* learning experience, e.g., lectures, panel or group discussions, skits, demonstrations, field trips. Choice of techniques and methods depends upon the projected *size* of the learning group, and its *characteristics;* the nature of the *physical facilities* to be used; and the kind and quality of *leadership* available.

Now the librarian and the planning committee are ready to outline—or design—the actual program, session by session, as well as the various responsibilities to be carried out. One way of doing this is by the "grid technique"—a method by which the complete program is set down in panoramic view, which enables one to see the program both in its entirety and in its separate parts, and how they fit together. In diagram form, the grid technique looks like this:

| Time | Content | Method & Techniques | Material & Equipment | Personnel |
|---|---|---|---|---|
| 7-8 p.m. | Ecological Organizations | Lecture and discussion | Film strips & projector | Mr. Perry |

The completed program should have balance and variety; it should serve the needs of all the learners and not be overweighted in any direction; it should be dynamic, progressive, and innovative—not just "the same old stuff." The programs should also be continuous and sequential, i.e., the topics *within each* program should progress logically and naturally one after the other, and each individual section should have a natural and logical relationship with the one preceding it and with the one following it.

After the actual program has been tentatively outlined, the several phases of the program must be planned interchangeably and, more or less, simultaneously, since each is dependent upon the other. To begin with, appropriate resources must be previewed carefully. Resources can be people or educational materials—*any* aids which provide information about program topics and which help the program participants to achieve the program's objectives. A major "people" resource will be the faculty for the program. Selection of the faculty will be based upon: competency in subject matter; teaching ability; and a knowledgeable and sympathetic understanding of the group which they are to teach—a rapport. In general, the number of faculty members should be kept to a minimum, and it is usually wise to import one or two specialists from outside the library or even from outside the immediate community. In addition to faculty members, participants themselves are invaluable "people" resources. Utilize the experi-

ence and/or special knowledge of each and every participant. Some may make excellent discussion leaders; carefully choose them and clearly define their relationship to the overall program.

The importance of effective educational materials and aids cannot be exaggerated. Materials, to be effective, must be closely related to the content of the program, as throughout the course of the program, references may be made to them. Ideally material should be distributed *before* the program so participants will have an opportunity to read it prior to the meeting (unfortunately few will do so); it may be distributed at the *end* of the program, serving as a reinforcement of learning; or preferably perhaps, it could be discussed at the beginning of, or during, the program. For some programs a "take home" kit may be prepared, containing both materials referred to *during* the program, as well as some follow-up material. One very good suggestion is to duplicate lectures and/or outlines for distribution so that the learners will not need to take notes while they are listening. Finally, display materials and exhibits, if carefully related to program content and techniques, can be extremely effective as valuable learning experiences.

Keep in mind the general fact that, in the educational process, the more senses which can be appealed to, i.e. seeing, hearing, feeling, etc., the more effective and rewarding will be the learning situation. For this reason, audio-visual aids—such as films, overhead projectors, film-strips, view-graphs, recordings, slides, drawings, demonstrations, models, flannel boards, black boards, and flip charts—are essential to creative and successful learning.

The importance of physical facilities to the success of a program is often overlooked. Care must be taken to insure that lighting, ventilation, washrooms, telephones, etc., are available and more than adequate in quantity, and quality. The physical plant must be conducive to efficient and effective use of audio-visual equipment. Rooms must be selected which are suitable for the techniques utilized, i.e. small rooms with moveable chairs for small group discussion; a large room for a general meeting, lecture-style, accompanied by audio-visual aids; etc. And, finally, if meals are to be served, they should not be disruptive, and, of course, palatable food should be provided.

Finally the program must be vigorously publicized and promoted so that all possible participants will be contacted. Advertising should be directed to as selective an audience as possible, and all available techniques utilized, e.g., brochures, radio, television, journals, newspapers, bulletin boards, direct mail, and, of course, "word of mouth." Publicity should begin well in advance of the actual program time, and should be increased proportionately as that time grows near.

Planning and promoting such a program will inevitably cost money. Consequently, it is wise to prepare a program budget. For convenience, the budget may be divided into two general areas: administration (e.g., printing, mailing, publicity and promotion, renting of space, secretarial help, etc.) and program (e.g., honorariums for speakers, travel expenses for both speakers and participants, rentals for equipment, food, cost of materials, etc).

One of the most difficult, yet most essential, parts of the program planning process is evaluation. Successful evaluation really begins when the program's objectives are written down, for it is the fulfillment (or the lack of fulfillment) of these objectives which must be measured. Take one objective at a time and determine the means of evaluation by which its success or lack of success may be measured. The evaluation procedure should be directly related to the objective, be workable, measureable, complete, clear, and specific. Evaluation need not be postponed until *after* the program is finished; in fact, it should be carried on throughout the program, e.g., reactions of participants and, to some extent, the learning taking place can be roughly measured by an alert, impartial observer who notes such areas as: Do participants appear to be interested? Do they attend regularly? Do they ask pertinent questions and/or join in group discussions? Do they demonstrate any observable change of behavior? Another method of on-going evaluation is to select participants themselves to act as an Evaluation Committee which would evaluate the program after each session, and at its culmination (the afore mentional original planning committee might also serve this same function). Actual learning can be evaluated with "pre" and "post" tests. Unfortunately behavior change, the real objective of any program, is the most difficult to measure. To actually get people to *do* something they have never done before, or to *change* their way of doing something, is a real accomplishment! Usually it is also difficult to recognize even if it does occur.

Throughout the program, the librarian should be continuously aware of, and responsive to, the needs and interests of the participants. Learning is an individual process, and only when the individual becomes truly *involved* in that processs will learning become effective.

# Appendices

## A. Records, Forms and Reports

Enumerated below, in alphabetical order, are forms with which the Regional Librarian should be familiar. Some of these forms are completed by the Regional Librarian himself; others are completed by county or bookmobile librarians. Consult the State Librarian or the Extension Librarian for additional information.

*Acquisitions of non-book materials*–monthly report completed by county librarian; goes into "Statistics of public libraries" at end of fiscal year.

*Application for state aid*–the filing period for this form is July 15 to August 15 (exact dates may vary slightly). The Library Board *must* file this application to receive state aid. The county librarian completes the form with the help of the Regional Librarian.

*Book collection and acquisitions*–monthly report completed by county librarian; goes into "Statistics of public libraries" at end of fiscal year.

*Circulation statistics*–numerous forms are provided for these statistics. For bookmobile circulation three forms exist: 1) Bookmobile circulation–day sheet; 2) Bookmobile circulation–monthly summary; and 3) Bookmobile circulation–monthly and annual summary. All three are completed by the bookmobile librarian and turned in to the county librarian. All include book and non-book materials. For county library circulation two forms exist: 1) Library circulation–monthly and annual summary and 2) Circulation of non-book material–day sheet. The information is so arranged that day to day circulation statistics must be kept. The Regional Librarian draws upon these statistics in compiling the "Statistics of public libraries" and the "Regional circulation statistics."

*Interlibrary loan request*–a green and white multi-copy form (4 copies); completed by the county librarian; preferably checked by the Regional Librarian; utilizes ALA interlibrary loan code.

*List of furniture and equipment inventory*–an annual report completed by the Regional Librarian and sent to the Business Office. Is a list for the whole region. During a Federal construction project a second and separate inventory report of all equipment and furniture purchased must also be filed with the Business Office.

*Monthly library visiting report*–completed by the Regional Librarian each month and sent to the Department of Libraries. Tells where the Regional Librarian has been and what he has done.

*Notice of inventory change*–this form is used to report transfers of equipment or furniture–whether it be from one library to another, stolen, etc. Also used by the Regional Librarian to report receipt of new furniture or equipment direct from the vender or transfer of property from any regional headquarters to a participating county library. Consult form for instructions. Return to Business Office.

*Public library income statistics*–an annual report prepared by the Regional Librarian and sent to the State Department of Libraries. Includes income statistics from every county in the region. (This information may be included in the "Statistics of public libraries" and/or the "Regional report" instead of in a separate form.)

*Quarterly report of bookmobile operation and maintenance cost*–this form is to be filled out by the bookmobile librarian immediately after the end of each calendar quarter. Sent to Regional Librarian. Based on a monthly record which the bookmobile librarian keeps himself.

*Regional circulation statistics*–these statistics include the circulation of both county libraries and bookmobiles, of print and non-print materials. The Regional Librarian is encouraged to complete this form each month and send it to the Department of Libraries. Information for form comes from several circulation reports made by county and bookmobile librarians. See "Circulation statistics."

*Regional report*–prepared annually by the Regional Librarian; includes all libraries of the region. No set form exists; reports vary from region to region. Send to Department of Libraries. See Appendix B for sample.

*Report of credit card telephone calls*–a monthly report completed by the Regional Librarian of all credit card phone calls made during that month. Return to Business Office.

*Report of expenditure of state aid for library service*–made for fiscal year; completed by county librarian; signed by Chairman and Treasurer of Library Board; notarized. (Second section on services includes salaries.) Return to Department of Libraries.

*Request for leave*–a time sheet for all regional employees for annual leave, sick leave, or overtime. Form includes full instructions. Consult carefully as there are time limitations. Regional Librarian is often responsible for approving these.

*Statistics of public libraries*–a rather lengthy annual report to be completed by the county librarian, supervised by the Regional Librarian. Contains operational and financial data of individual county libraries for the fiscal year, July 1st to June 30th. Return to Department of Libraries.

*Supply order form*–completed by the Regional Librarian; sent in duplicate to Business Office, at least two days before supplies are picked up. Instructions included.

*Travel expense voucher*–filled out by the Regional Librarian upon completion of travel, or at monthly intervals. Instructions provided. Return to Department of Finance, Division of Accounts. (Special arrangements should be made if more than $6 per day is to be spent for food or $10 per day for motel.)

### B. A Regional Report: A Suggested Outline for Inclusions

I. Cataloging and Processing of Materials
   - A. Regional and Bookmobile Materials Prepared and Distributed (by county)
     1. Books
     2. Records
     3. Magazines
   - B. Local Materials Catalogued and Processed (by county)
     1. Books
     2. Records
     3. Magazines

II. Book Selection
   - A. Selection Policies
   - B. Assistance to Individual Counties

III. Weeding
   - A. Weeding Policies
   - B. Assistance to Individual Counties

IV. Visits by Regional Staff to County Libraries
   - A. Number of Visits to Each Library
   - B. Services Performed

V. Library Staff Education
   - A. Workshops Conducted
     1. Number
     2. Kind
   - B. Achievements of Individual Librarians (by county)

VI. Bookmobile Service
   - A. Assistance by Regional Staff
   - B. Number of New Stops (by county)

VII. County Library Board Meetings
   - A. Number of Meetings (by county)
   - B. Number Attended by Regional Librarian

VIII. County Library Programs (by county)
   - A. Subject
   - B. Number of Meetings
   - C. Average Attendance

IX. Hours Each County Library is Open

X. Income Statistics (by county)
   - A. Source
   - B. Amount over a three year period of time (or at 5 years intervals, etc.)

XI. Relationship with Fiscal Court or other Governing Bodies

XII. Circulation (by county over a 2-3 year period)
   - A. Books
   - B. Pamphlets
   - C. Films and Filmstrips
   - D. Magazines
   - E. Records
   - F. Bookmobile Circulation
   - G. Total Circulation

XIII. Reference and Information Requests (by county over a 2-3 year period)

XIV. Equipment Added

XV. Publicity (by county)
   - A. Newspaper
   - B. Radio

XVI. Surveys Conducted

XVII. Special Jobs

XVIII. New or Remodeled Library Buildings

XIX. Operation Outreach

XX. Evaluation of Regional Library Service (be specific)

XXI. Cooperation with Other Programs or Agencies (by county)
   - A. Head Start
   - B. Youth Corps
   - C. Senior Citizen Clubs
   - D. Church Groups
   - E. Boy Scouts
   - F. B.P.W. Club
   - G. Homemakers
   - H. U. S. Government Summer Reading Program

This is only a suggested outline; make your own revisions!

### C. A Model Library Policy: A Guide for Formulating Policies

I. PHILOSOPHY AND GENERAL OBJECTIVES

A. The Library Bill of Rights

B. The St. Clair Shores Public Library Philosophy

The St. Clair Shores Library Board affirms its dedication to the Library Bill of Rights and to the highest ideals of public service which, we earnestly believe, is a public trust.

The Board believes that it is under mandate by the community to promote knowledge, understanding, and wisdom, and to combat ignorance, intolerance, and indifference by making available to every child, young person, and adult in the city of St. Clair Shores the best

possible resources, personnel, and facilities requisite for modern library service.

The Board believes that these ideals of public service can best be accomplished by the imaginative and creative implementation of a policy directed toward the procurement of,

*FIRST*, a wide, systematically organized, and readily available collection of expertly selected books and other appropriate materials which will provide accurate information, discussion of significant ideas, and inspiration of literary art for all citizens;

*SECOND*, a library staff dedicated to the ideals of the library profession and its service to the public, professionally trained, efficient, progressive, and capable of providing the best possible collection of books, other materials, and accurate records thereof, as well as expert guidance and assistance in their use; and,

*THIRD*, adequate facilities for the housing, processing, circulation, and use of this collection—facilities which will be sufficiently spacious and enlarged as necessary, efficiently and totally utilized, and attractive both to the public and the staff.

The Board recognizes the necessity of the integration of the Public Library into the total community structure and of its generous cooperation with other agencies and organizations working for the public welfare.

*Finally*, the Board affirms the importance of the preservation of the highest ethical standards in all relationships between the Board and the Library administration, between the administration and the staff, among staff members themselves, and, above all, between any of the aforementioned and the public.

## II THE LIBRARY

### A. Membership

The St. Clair Shores Library Board consists of five members appointed individually, each for a five year term, by the City Council.

### B. Officers

1. The *President* shall preside at all meetings of the Library Board, enforce all policies of the Board, appoint such committees as may be provided from time to time by Board action, and in general act and serve as the Board's chief executive officer.

In matters coming before the Council, only the President shall serve as the representative of the Board except when, in cases of necessary absence, the Board in advance and by majority vote shall designate another member to so represent it.

2. The *Secretary* shall keep a true and correct record of the proceedings of Board meetings. The Secretary shall read and report to the Board all documents addressed to it which pertain to the Library and to Library business and activities.

The Secretary shall also conduct the general correspondence of the Board and keep same on file for future reference. A copy of any correspondence signed and mailed by the Secretary shall be sent immediately to the President.

The Secretary, moreover, shall bring to the attention of the Board at its next regular meeting any correspondence on which the Board should take action.

3. The *Treasurer* shall receive all fees, financial support, and any other monetary aid from any governmental entity, division, subdivision unit, or agency, and all other income of the Library, and give official receipts for same.

For purposes of efficient administration, the Board may designate a library staff member to deposit immediately with the City Cashier any monies or other income in excess of $100.

The Treasurer shall report in writing every month at a regular meeting of the Board giving the amount of money received and paid out during the previous calendar month and the amount of monies still in deposit in each financial category and account.

The Treasurer shall keep also an inventory of all records and property administered by the Library Board, and shall turn over all accounts and such other records as may be applicable, on demand or direction of the Board, for examination and audit.

The Treasurer shall deliver to his successor all accounts, records, and other material under his supervision and administration.

### C. Meetings

1. The regular meeting of the St. Clair Shores Library Board shall be held on the second Monday of each month at 8:00 P.M. at the St. Clair Shores Public Library or at the City Hall if so designated at least one week in advance.

2. A special meeting of the St. Clair Shores Library Board shall be called by the President or any two members, by serving a written notice of the time and place of meeting to the other members at least 48 hours before the hour of the meeting. Only such business as has been declared to be the purpose of the meeting shall be discussed at a special meeting.

3. All meetings shall be open to the public and to the Library staff. Any person who wishes to shall be heard.

4. When personnel or property transactions are discussed, the Board reserves the right to go into executive session.

5. When advance work by the entire Board is necessary for a particular project such as budgetary considerations and preparation, the Board may schedule a workshop meeting at a place within the City other than the Library, provided that no such meeting can or will be held without the consent of each member of the Board and provided also that no formal action can or will be taken by the Board at such a workshop meeting. Minutes need not be taken at such workshop meetings.

### D. Committees

1. STANDING—The Library Board shall have no standing committees.

2. SPECIAL—The Library Board shall authorize such special committees as are deemed necessary, for a period not to exceed three months.

### E. Transaction of Business

1. All business of the Library Board shall be transacted only at legal meetings as defined in Section II-C.

2. No member of the Library Board shall have the

power to act in the name of the Library Board except as specifically authorized in advance by the Board at a legal meeting.

F. Minutes

1. Minutes shall be taken at each meeting of the Library Board except workshop meetings (see II, C, 5).

2. The minutes of the preceding meeting(s) shall be approved by the Board as the first act of the regular meeting.

3. A copy of all motions shall be carefully recorded. The names of those who make the motions, those who second the motions, and in case of a division of the vote, those who vote "aye" and "nay" shall be recorded.

4. All minutes of Library Board meetings and all other records of the Library shall be available to citizens of the City for inspection.

5. The minutes shall be mailed to each member, the Mayor of the City of St. Clair Shores, each City Council member, and other appropriate officials, and a copy shall be made available at the same time to the members of the Library staff.

G. Expenses

The members of the St. Clair Shores Library Board shall be reimbursed for extraordinary expenses incurred in the performance of the Library Board functions after prior authorization by the Board.

H. Revision of Policy

Policy may be revised at any regular Board meeting by resolution and a supporting vote of no fewer than three members. The Board shall meet as a committee of the whole at least once every year to review and appraise existing policy in order to make necessary revisions in accordance with changing conditions.

## III. ADMINISTRATION

A. General Personnel Policies

1. The Board of the St. Clair Shores Public Library strongly believes that both good personnel and good personnel administration result in maintaining and improving the Library's program of community services.

2. The Library shall seek to obtain and retain the best available personnel for its professional and non-professional staff, and at all times will follow personnel practices that help staff members grow in position, stature, and abilities.

3. The Library constantly shall seek to meet the standards of the American Library Association as to library personnel qualifications and salaries.

4. Personnel practices and policies shall be governed by the rules of the St. Clair Shores Civil Service Commission and the contract between the City of St. Clair Shores and the union representing municipal employees. Where such rules and contract do not apply or exist, the policies and rules of the Library Board shall govern.

5. Job vacancies and opportunities for promotion within the Library shall be openly posted and advertised.

6. There shall be no discrimination in hiring, promotions, demotions, or discharges because of age, sex, national origin, race, or religion.

7. Qualifications and ability shall be the only basis of selection of employees for hiring and promotion.

8. A salary plan shall be adopted by the Board to govern the salary paid each Library employee. It shall be reviewed annually by the Board at least three months before the Library budget is to be completed for presentation to the City Council, and recommendations for improvements in salaries shall be made, if necessary, to meet the standards of the American Library Association and the metropolitan Detroit area.

9. There shall be an advisory committee of five, selected by the staff through secret ballot and with at least one member representing each of the professional, clerical, and custodial employee groups, through which the staff may recommend policies with the approval of the Chief Librarian.

10. Evaluation, if used, and recommendations of the Chief Librarian in regard to a professional or non-professional staff member shall be discussed in detail with the staff member by the Librarian at least one week before they are presented to the Board. The staff member may be present when the evaluation and/or recommendations are presented to the Board. The staff member may ask for a hearing or review by the Board of the evaluation and/or recommendations no later than two weeks after these are presented to him.

11. The Library Board shall arrange for exit interviews, by an appropriate representative, of each staff member leaving the employ of the Library. The interview shall seek to ascertain his reason for leaving, give him opportunity to ask questions, or make suggestions, and, where practical, seek to persuade him to remain in the Library's employment.

B. Professional Organizations

Staff members shall be encouraged to join the appropriate professional organizations and to participate in meetings of those organizations whenever possible.

C. Citizenship Activities

Citizenship activities on the part of staff members as individuals shall be encouraged.

D. Staff Development

1. Staff development shall be promoted at all times through in-service training opportunities, availability and use of professional and other pertinent materials, and other recognized methods for aiding the growth of staff members in their abilities, knowledge of and interest in subjects, methods, ideas, and suggestions, and their use of these to benefit the Library and the public it serves.

2. In-service training and materials shall be available without cost to staff members on matters of direct practical concern with their work. The Board reserves the right to limit the number of staff members participating in in-service training courses at any one time.

3. Where staff members on their own time engage in a course of study in library science at an accredited college or university or in a recognized adult education school, the Library Board may reimburse such staff members for the cost of such schooling, including tuition, books, and materials, in an amount not to exceed $40 per fiscal year per staff member.

4. Current in-service training methods such as committees, special projects and programs, tours of other metropolitan area library systems, staff meetings, discussion groups, and extension courses in library science shall be encouraged.

5. Work assignments should give staff members the opportunity to grow through accomplishing difficult and more responsible job duties within the work unit. Each employee shall be given every opportunity to learn about jobs performed by other staff members in his work unit.

6. Whenever possible, promotions shall be made from within the Library staff. Promotions shall be made from outside the Library system only when, in the judgment of the Chief Librarian and the Board, there is no person qualified for such promotion on the Library staff.

E. Professional Staff

1. Director

The Director shall serve as executive and administrative officer of the Library Board and shall be charged with implementing the policies of the Library. The Director shall prepare the agenda for each meeting, and shall attend all meetings and participate without vote in deliberations of the Library Board.

a. Qualifications

The qualifications of the Director shall be determined definitely by the Library Board at the time of a vacancy in this office. The following qualifications shall serve as a guide:

1. He shall have earned at least a master's degree in Library Science from an institution accredited by the American Library Association.

2. He shall have had a minimum of five years of responsible supervisory or administrative experience in professional public library work of which at least one year shall have been in an administrative capacity.

3. He shall have workable knowledge of the principles, methods, and practices of a public library.

4. He shall have extensive knowledge of community needs and interest levels and a thorough knowledge of books and authors, and the ability to correlate both.

5. He shall have the ability to plan, analyze, evaluate, and direct library needs and services.

6. He shall have the ability to establish and maintain effective working relationships with community leaders, public officials, professional groups, and the general public.

b. Appointment

The Director shall be appointed by the Library Board in accordance with the requirements of the St. Clair Shores Civil Service Commission.

c. Duties

The Director shall:

1. Be responsible for the recruitment, classification, and administration of personnel, subject to the authority and policies of the Library Board.

2. Administer the St. Clair Shores Public Library in accordance with policies of the Library Board, including book selection and purchase.

3. Develop administrative principles and procedures that implement and make effective the policies of the Library Board.

4. Appraise and report regularly to the Board on the effectiveness of the St. Clair Shores Public Library in terms of the Board's policies.

5. Be responsible for preparation of comprehensive reports regularly to keep the Library Board fully informed concerning all aspects of the Library.

6. Be responsible for preparation of the annual budget for consideration and action by the Library Board in accordance with Section V-A of this policy statement.

7. Supervise all personnel, projects, programs and business practices of the Library.

8. Perform such duties as are specified in the City of St. Clair Shores Job Specifications for Director.

(The qualifications and duties of other professional librarians follow the same format as those of the Director.)

2. Pre-Professional

a. Qualifications

Personnel classified as Pre-Professional shall have:

1. A bachelor's degree.

2. Enrolled in or declared the intention of enrolling in a Master's Degree program in Library Science in an institution accredited by the American Library Association.

b. Appointment

Personnel classified as Pre-Professional shall be appointed in accordance with the requirements of the St. Clair Shores Civil Service Commission upon the approval by the Library Board of the recommendations of the Director.

c. Duties

Personnel classified as Pre-Professional shall:

1. Assist in carrying out the policies, procedures, and rules of the Library.

2. Maintain essential records and files, do reference, processing, etc., and perform related work under the supervision of Librarian I or II.

3. Perform duties included in the City of St. Clair Shores Job Specifications for this classification.

F. Other Operating Personnel

1. Library Aide II

a. Qualifications

Personnel classified as Library Aide II shall have:

1. General knowledge and experience with books of all categories, or three years experience as Library Aide I.

2. Thorough knowledge of the book collection.

3. Knowledge of the library system of catalog filing.

4. Knowledge of library procedure.

5. Sufficient knowledge of books and the needs of the public so that intelligent suggestions of purchase can be given to the book selection librarian.

6. Ability to meet the public courteously and efficiently.

7. Enrollment within six months from the date of appointment in an appropriate program for further required education.

b. Duties

Personnel classified as Library Aide II shall perform duties included in the City of St. Clair Shores Job Specification for this classification.

2. Library Aide I

a. Qualifications

Personnel classified as Library Aide I shall:

1. Be a certified Civil Service employee, having served one year or more as Clerk I in the Library.

2. Have a thorough knowledge of card catalog and shelf list.

3. Have knowledge of each phase of the work.

4. Have ability to follow instructions of the professional librarians and personnel in the Library Aide II classification.

5. Have ability to develop and maintain cooperative working relationships with fellow employees, city officials, and the public.

b. Duties

Personnel classified as Library Aide I shall perform duties included in the City of St. Clair Shores Job Specification for this classification.

3. Library Account Clerk

a. Qualifications

Personnel in this classification shall have:

1. Completed high school education supplemented by business school training.

2. Two years of clerical experience, including handling of accounts payable.

3. Knowledge of methods used in maintaining fiscal records and office procedures.

4. Ability to make arithmetic calculations quickly and accurately.

5. Ability to pass appropriate typing test (35 words per minute) and to operate adding machine.

b. Duties

Personnel classified as Library Account Clerk shall perform duties included in the City of St. Clair Shores Job Specifications for this classification.

4. Clerk

a. Qualifications

Personnel in this classification shall have:

1. Completed a standard high school course or an accredited business course including typing and related office skills.

2. Knowledge of modern office practices and the use of conventional office equipment.

3. Knowledge of filing and maintenance of simple office records.

4. Ability to make simple arithmetic calculations.

b. Duties

Personnel in this classification shall perform duties included in the City of St. Clair Shores Job Specifications for this classification.

G. Revision of Job Classifications

Recognizing that Library job specifications are unique to the operation of the facilities, the Library Board, in cooperation with the City of St. Clair Shores Civil Service Commission, will revise any of the above classifications as needed.

## IV. OPERATING PROCEDURES

A. Book Selection

1. The Library Board endorses the Library Bill of Rights, believing that the St. Clair Shores Public Library must provide books and services for the information, enlightenment, inspiration, and recreation of all the people in the community, and must provide materials presenting all points of view on the significant problems and interests of our times.

2. The Library Board believes that book selection, the key to a good library, requires the highest professional and critical talents available.

3. Books must be chosen not only for their intrinsic merit, but for their relationship to the collection as a whole and with an awareness of the other collections in the Macomb County Library System and in neighboring communities and universities.

4. Books and other materials must be selected not only to serve the needs of the community, but to expand and develop those needs creatively and imaginatively.

B. Service to the Public

1. Hours—The Library shall be open every day except Sunday and all holidays specified in the agreement between the City of St. Clair Shores and the union representing city employees, and on any other holidays declared by the City Council. The open hours of the Library shall be determined by the Library Board, as required by prevailing conditions.

2. Library Card—Any resident of the City of St. Clair Shores or of any other city serviced by the Macomb County Library System shall be entitled to a Library Card. The holder of a St. Clair Shores Library Card is entitled to borrow books from any library in the System and from the Warren Public Library. A non-resident may obtain a library card upon payment of a fee of $5.00 per year.

Juvenile Cards shall be issued to children in grades 1 through 8; Adult Cards shall be issued to those in the 9th grade or above. However, any child past the age of 11 or past the 6th grade, may check out any adult book he wishes, except those on the closed shelves, unless his parents indicate otherwise in writing.

Books on the closed shelves will be circulated only to adults, who are 18 years of age or older, graduated from high school, married, or to minors who are past the 6th grade having received written, verified permission from a parent. The Board of the Public Library will regularly review titles on the closed shelves.

Applications for juvenile cards must be signed by a parent or guardian.

3. Circulation—Insofar as possible, a patron may borrow as many books as he wishes at a time, but the Library reserves the right to limit the number of books on one subject, depending upon the demand.

The Library shall provide adequate space for the use of non-circulating materials, such as current periodicals, reference books, special collections, etc.

4. Reservations—A patron may reserve a book upon payment of a fee of 10c either by mail or in person.

5. Loan Period—Most circulating materials may be borrowed for a period of approximately three weeks, but certain special materials in high demand may be kept for only one week. The fine for overdue books is 5c per day. Lost or mutilated books must be paid for according to the amount of loss or damage.

Patrons with overdue books shall be notified at least three times within 30 days of the first notification, twice by letter and once by registered letter, before their names are turned over for court action. Library card privileges shall be suspended until all money owed for overdue materials shall have been paid.

6. Bookmobile—The Bookmobile shall be used as fully as possible, its collection chosen as carefully as that of the Library itself and rotated on a regular basis, and its schedule kept as strictly as that of the Library.

C. Public Relations

1. The Library shall carry on an active public relations program both inside and outside the Library in order to acquaint the community with services offered by the Library, and to develop support for the Library.

2. Every member of the staff shall be part of the public relations program. Constant efforts will be made to give alert, cheerful, and helpful service to every patron.

3. There shall be a regular program of publicity for the Library, utilizing the various communications media, talks and programs for special groups, displays and exhibits whenever possible, and news releases to the local papers.

4. Staff members shall be encouraged to develop ideas for public relations, and any with special talents in this area shall be allotted time to work on publicity.

5. Special occasions such as Book Week or Library Week shall be fully exploited.

6. Community groups shall be given space as available to publicize activities of general cultural value and interest. Library books on subjects relating to the display should be incorporated in each exhibit. Reservations for display space may be made in advance; a record shall be kept on a special calendar.

7. Students in public and parochial schools shall be constantly encouraged to become acquainted with and to use the St. Clair Shores Public Library.

D. Gifts

1. Books shall be accepted as gifts only if they meet the standards of regular book selection practice.

2. The Library shall integrate gifts into its collection according to the best interests of the Library as a whole, as determined by the Board. The Board shall be the determinant of how gifts shall be utilized.

3. If gift books are found, after consideration, to be unacceptable, they shall be disposed of at the discretion of the Board.

4. Monetary gifts shall be encouraged, to add to the Library's books and facilities. The Board shall have the final authority to approve the purpose of any such gift and, where it deems advisable, to determine the use of the gift.

E. Staff Use and Purchase of Books

1. The Library Board recognizes that staff members must be familiar with the new books and encourages them to do as much reading as possible; however, the Library is maintained for public use, and the staff has an obligation to refrain from monopolizing new books.

2. Staff members are not required to pay fines on overdue books, but this privilege should not be abused. Materials must always be checked out.

3. Library staff, Board members, and former Board members may purchase books through the Library to secure the usual Library discount.

4. A collection of up-to-date professional materials shall be maintained for the convenience of the staff and Library Board.

## V. FINANCE

A. Budget

The tentative budget must be completed and in the hands of the Library Board at least 60 days before it is to be presented to the City Council. The budget shall be presented to the Council only by the Board and only as considered, reviewed, and adopted by the Board.

B. Federal and State Aid

Since both Federal and State Aid are continually available to public libraries, every aggressive effort shall be made throughout the year to obtain monies for the benefit of the citizens of St. Clair Shores through the Library. It shall be among the duties of the professional staff constantly to seek ways in which such Federal or State funds can be obtained for the Library.

## VI. FRIENDS OF THE LIBRARY

The development, advancement, and community activity of a Friends of the Library organization shall be encouraged continually by the Library Board and all staff. The Library, however, and the Friends of the Library shall be independent of each other, even though cooperating in cultural, educational, and social community activities concerned with developing and maintaining understanding and support of the Library and all its activities and work.

## VII. CONFLICT OF INTEREST

No relative by blood or marriage of any member of the Library Board shall be employed or appointed in any capacity by the Library. No member of the Library Board nor any member of his family by blood or marriage shall engage in any business or other activity with the Library from which can be gained any profit, money, or other consideration.

## VIII. LONG-RANGE PLANNING

A. The Board shall meet at least once a year to review and determine future library needs of the community and make such recommendations concerning these as it may deem necessary. The cooperation of city officials, the City Planning Commission, school, civic, and other groups in such meetings shall be encouraged.

B. The Board shall continually make every endeavor to enlarge the financial support of the Library, so that facilities needed to serve its patrons and the community can be obtained without delay.

## IX. CONFORMITY TO CITY POLICIES

Any section, provision, or policy herein which is found to be in conflict with the City Charter, ordinances, or the contract between the City of St. Clair Shores and the union representing its employes shall be null and void.

(Policy of the St. Clair Shores Public Library, St. Clair Shores, Michigan.)

### D. Questions and Answers

1. Q: What is a multi-county federation?
   A: Consult "Regional By-Laws" and "Regional Development" (both filed at Regional Headquarters).
2. Q: Where do I find additional explanations of my role and duties as a Regional Librarian?
   A: Consult "Regional Rules" and *Kentucky Statutes* (both filed at Regional Headquarters) and human resources, e.g., the State Librarian; Extension Librarian.
3. Q: How is a regional library system organized?
   A: Consult "Regional Rules" and human resources, e.g. State Librarian; Extension Librarian.
4. Q: Who are the Regional Librarians?
   A: Consult *Directory of Libraries* and *Staff Directory* (both published periodically by the Department of Libraries and filed at Regional Headquarters).
5. Q: What is the role and responsibilities of an Extension Librarian?
   A: Consult "State Plan for Library Programs under LSCA" (filed at Regional Headquarters).
6. Q: How does one go about establishing priorities for a construction project?
   A: Consult "State Plan for Library Programs under LSCA"; the *Kentucky Revised Statutes;* and "Basic Policies and Procedures—Annual Amortization Grants—DL-1968" (all are filed at Regional Headquarters).
7. Q: How is public library service established?
   A: Consult *Kentucky Revised Statutes.*
8. Q: Where can I find historical background for the establishment of each county's library service?
   A: Consult "Regional Development—Counties in Region" (filed at Regional Headquarters).
9. Q: Until a librarian is actually involved in a library tax campaign, he can not understand the intricacies of the project. Where can guidelines or past records of such campaigns be found?
   A: Consult "Library Tax" and *Kentucky Revised Statutes* (both filed at Regional Headquarters).
10. Q: What are the duties of the library board?
    A: Consult *Kentucky Revised Statutes.*
11. Q: Where can I obtain information such as: the number of counties participating in a specific region? the counties which have new or remodeled library buildings? the counties which have voted for a Library District Tax? counties with no public library service?
    A: Consult files at Regional Headquarters for various maps indicating this, and much other, information. However, since this information becomes rapidly outdated, consult the State Librarian for the most recent status of any particular county and/or region.

### E. Library Science Scholarship Fund

171.303 Library science scholarships; applications; awards. (1) There is hereby established a Library Science Scholarship Fund.

(2) The State Librarian may grant scholarships for study in library science at an institution within the Commonwealth which is accredited by the American Library Association or the Southern Association of Colleges and Secondary Schools.

(3) The State Librarian shall receive and consider all applications for scholarships for study in library science and may grant a scholarship to applicants who are residents of this Commonwealth and who are deemed by the State Librarian to be qualified. The State Librarian shall make a careful and full investigation of the ability, character and qualifications of each applicant and may personally examine each applicant. The State Librarian shall, whenever possible, grant financial assistance to the applicants with the greatest financial need, provided such persons are found to possess such qualities as give reasonable assurance of their successfully completing the course of study made possible by the scholarship. (1962, c. 106, Art. VIII, § 6; 1966, c. 81, § 1)

171.306 Obligations of scholarship recipient. (1) To be eligible for a scholarship, an applicant shall contract in writing with the State Librarian that he will, within six months from the date he completes his term of study, accept employment with a library program approved by the State Librarian for a period to be computed at the rate of one year for each one thousand dollars received, or proportional time for lesser amounts.

(2) If the recipient of a scholarship fails to fulfill his obligations under the contract for a scholarship the entire amount of scholarship benefits received plus six percent interest thereon shall become due and payable.

(3) Upon recommendation of the State Librarian, the Attorney General shall institute proceedings for the purpose of recovering any amount due the Commonwealth under the provisions of this section. (1962, c. 106, Art. VIII, § 7)

Kentucky Library Laws 1966.

The educational agreement which the grantee of the scholarship makes with the Department of Personnel further states:

If the Employee should fail to successfully complete the course of study . . . (he) agrees to reimburse the Department for all monies expended under this agreement. Such sums shall be due and payable immediately upon the happening of such contingency. If such failure to successfully complete the prescribed course of study is due to circumstances beyond the control of the Employee, the Department reserves the right, at its discretion, and with the approval of the Commissioner of Personnel, to release the Employee from all or part of the obligation to serve in its employ or refund monies paid to the Employee by the Department.

If, after successful completion of the prescribed training, the Employee does not serve the Commonwealth for the prescribed time, he agrees to reimburse the Department in full all monies paid to him for educational purposes under the terms of this agreement. Payment shall be based upon one month's salary for each month of educational leave that the employee received, less the month(s) that the employee worked after successfully completing the prescribed training. Such monies shall become due and payable to the Department immediately upon the happening of this contingency.

## F. Regional Librarians' Workshops: An Outline of Programs

November 20-22, 1968

I. Role of the regional librarian
II. Community analysis from a sociological point of view
III. An in-depth analysis of political life in Kentucky communities
IV. How to analyze your community as a librarian

February 17-19, 1969

I. Interpreting the community study
II. Interrelationships of community analysis and program planning

April 28-30, 1969

I. Principles of program planning
II. Implementation of library program
III. The process of change

September 25-26, 1969

I. Critique of individual library programs